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ABSTRACT

This guide presents a cooperative appraisal plan for evaluating educators, and thereby improving instructicn. The plan is based on identifying specific job targets as a way to meet the needs of the educators and their students. Educators on every level would work to describe their job responsibilities, pinpoint areas that need improvement, design a program cf goals/activities tc improve these areas, and, finally, to analyze and discuss these areas after the program has been carried out. The plan is geographically specific, but can serve as a model for other school districts nationwide. (Author/BMW)

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UNIVERSITY OF MONTANA, MISSOULA, MONTANA
DR. LYLE L. BERG, DIRECTOR

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COOPERATIVE APPRAISAL

a guide to improving instruction through personnel evaluation

CG013930

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UNIVERSITY OF MONTANA, MISSOULA

SPRING, 1975

FOREWORD

The MSBA Board of Directors is pleased to bring you this first edition of A Guide to Cooperative Appraisal. We believe and hope that this handbook will enable school districts and their professional employees to take the first major steps in developing a workable and acceptable system for personnel evaluation. Much will depend on the effort of local districts to initiate and activate their own programs of evaluation. All parties to education are reminded that new state accreditation standards for personnel evaluation are effective on the first Monday in October, 1975, and evidence of a policy and program for evaluation must be included in the fall report to the Office of the Superintendent of Public Instruction.

To help you meet these new requirements, MSBA enlisted the professional services of the Division of Educational Research and Services at the University of Montana and the advice and counsel of a wide group of experienced trustees and professional educators throughout the state.

The new handbook's main purpose is to serve as a practical guide for the development of a personnel evaluation system that will relate to your community's educational needs and aspirations. The appraisal guide, in itself, is

not a set of rules that will provide automatic answers to your specific needs. It does, however, provide one approach to the major steps that may be taken to develop a personnel evaluation program for your district.

It is suggested that the handbook be read in its entirety and viewed as a whole. For example, as the process develops and as the many job targets emerge from the work of the professional educators, board members will have suggestions to make as to the nature and scope of these job targets, reflecting the goals of the local educational program. As they review their total efforts once the process is effective, professional educators will see an emerging pattern that will define and refocus their efforts. Thus, this handbook is but a guide that will hopefully lead you to the desired goals. It is up to you to develop your own particular system.

MSBA in company with other parties in education wishes to support your efforts in this important endeavor. Please keep us informed of your progress and problems.

Maurice Graham
MSBA President, 1975

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PREFACE

After over two years of study and research, the Division of Educational Research and Services, University of Montana, concluded that the main purpose of an educational appraisal system should be to improve instruction. In the past, evaluating educators has often been a misunderstood process--threatening and less beneficial to the school district than intended. This handbook presents a cooperative appraisal plan which we hope will help further an atmosphere of greater clarity and trust, as educators work together to improve instruction and their own professional performances in the school district.

We have found that most educators want to improve their performances in order to enrich the teaching that goes on in their schools. And educators want guidance. Thus, appraisal that acts only as a system of rewards and punishments does not offer the guidance and direction needed and desired by most educators.

We believe that a cooperative appraisal plan based on specific job targets is a major way to meet the needs of educators as well as the needs of education itself. In the plan presented in this handbook educators on every

level would work together to describe their job responsibilities, to pinpoint areas in their job that need improvement, to design a program of goals and activities in order to improve these areas, and, finally, to analyze and discuss these areas after the program has been carried out. Feedback would be continually shared and non-threatening, since everyone would be involved from the beginning. Educators would know what was expected of them and how to fulfill those expectations. Appraisal could be relevant and beneficial to the whole school district.

This cooperative appraisal plan is not meant to be a strict set of rules, but, rather, a flexible and workable outline for personnel evaluation. Districts must adapt this plan as they study and work to make appraisal a mutual and successful endeavor to better the quality of education throughout the state.

Dr. Lyle Berg
Division of Educational Research
and Services
University of Montana
July, 1975

INTRODUCTION: A COOPERATIVE APPRAISAL PLAN

> To act collectively is according to the spirit of our institutions...that is the uncommon school we want.
>
> Henry David Thoreau

In 1973, the Montana Board of Public Education declared that all school districts in the State of Montana must adopt and implement a system of personnel appraisal by Fall of 1975. The purpose of this handbook is to help boards of trustees and school administrators meet this goal by providing them with a systematic approach to developing a personnel appraisal plan. It is recognized that the approach presented in this handbook will not be the total answer for every school district; in fact, each district must adopt guidelines relevant to its particular needs. However, it is hoped that the approach presented here will serve as a model or outline which will facilitate the work of boards and administrators as they go about the task of creating a personnel appraisal system.

PHILOSOPHY AND POLICY

The first step in developing a personnel appraisal system is to incorporate this goal into the philosophy of the school

and into the board's policy manual. The writing of the school's philosophy and board policy manual has been explained in detail in The Educational Challenge.[1] As stated there, a school district's philosophy includes values, beliefs, and aims which are based on a consensus of board members, district administrators, teachers, students, parents, and the community at large. This consensus, or philosophy of the district, is the foundation of the total school program and must incorporate within it a statement on the importance of personnel appraisal if such a goal is to be achieved.

A sample statement which a school district might include in its philosophy is as follows:

> This board, recognizing its obligation to provide and maintain a sound educational program consistent with legal requirements of the State of Montana and the best interests of the nation, state, and community, is committed to the concept of systematic appraisal of the local educational process.

To ensure that the administration of the district will take steps to achieve this goal as it is stated in the philosophy, the board of trustees should incorporate into the policy manual a directive requiring that personnel be appraised. For example, a directive in the policy manual may simply state: "All certified personnel will be appraised."

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[1]The Educational Challenge, A Handbook for Montana School Board Members, Second Edition, 1973, Montana School Boards Association, Helena, Montana. 166 pp.

With this policy adoption, the groundwork for creating a system of appraisal is complete. The next step is to develop a detailed appraisal plan for the district. The following model may help facilitate this process.

A COOPERATIVE APPROACH TO PERSONNEL APPRAISAL

An appraisal plan should be a cooperative endeavor. Just as a district's philosophy and policies are based on the cooperation of many people, so should an appraisal plan be based on the cooperation of all educators involved. Education has always been a cooperative enterprise. Teaching itself is dynamic and based on the interchange between teachers and students. As the scope of education grows larger and more complex, administrators are vital to this interchange as they develop and coordinate a relevant and consistent educational program on a large scale. Only when educators work cooperatively can the changing educational demands be met effectively throughout each district. Educators sharing ideas and responsibilities can improve instruction in their district and can take responsibility for their own professional growth.

The appraisal plan presented in this handbook also works from the belief that the majority of educators are doing a competent job. Thus, it tries to avoid methods that are

threatening, ones that result only in a system of reward and punishment. The goal of appraisal is to improve instruction and promote professional growth within the district. Appraisal should not only recognize quality teaching or lack of it, but it should also increase the frequency of good instruction. It should be noted that unsuccessful appraisal systems have one thing in common: in their design and operation they failed to include those employees who were to be appraised.

As the Division of Educational Research and Services began considering personnel appraisal plans, it was decided that an appraisal plan which would improve instruction and encourage professional growth would have to meet the following criteria:

1. The plan should identify and define major areas of responsibility within an individual's job.
2. The plan should designate specific job objectives or targets towards which the educator could work.
3. The plan should cooperatively evaluate all professional personnel.

An appraisal plan developed by Dr. George B. Redfern met these criteria and became the basis for this handbook. Dr. Redfern labeled his appraisal plan the "Performance Objectives Approach."[2] Its essential feature is a six-step

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[2] How to Evaluate Teaching: A Performance Objective Approach, School Management Institute Inc., Worthington Ohio, 1972. 122 pp.

cycle through which all appraisal participants must pass.

First: The individual's job is defined and the responsibilities he accepts are detailed.

Second: Job targets are written to pinpoint areas in which the educator believes improvement is needed.

Third: Target activities are formulated to show how the job targets will be reached.

Fourth: Information concerning these activities is submitted to an appraiser as evidence of performing the activities and progressing towards the targets.

Fifth: The job target information that is gathered is independently reviewed by both the educator being appraised and the appraiser.

Sixth: The educator and appraiser meet to evaluate the work and document the completion of the job target. Follow-up activities are suggested, and future job targets are discussed.

This model by Dr. Redfern has the characteristics of a workable appraisal plan. It identifies and defines the major areas of responsibility in an individual's job, it designates specific job targets towards which the individual strives, and it cooperatively evaluates all professional personnel. It is non-threatening, it is designed to improve instruction, and it can be used to encourage professional growth.

This handbook, then, based its cooperative appraisal plan largely on the Redfern model. Each part of the handbook will deal with a step in the model as it applies to

a school district with a superintendent and a central administrative staff who report to a board of trustees. One section of the handbook will be devoted to the particular use of the model in a district where a board of trustees works with a county superintendent of schools as the administrative agent. It is important to remember that the handbook presents only a guide to appraisal. Each school district must design a specific appraisal plan relevant to its own needs.

SIX STEPS TO COOPERATIVE APPRAISAL

PART I

WRITING JOB DESCRIPTIONS

PART II

DETERMINING JOB TARGETS

PART III

STATING TARGET ACTIVITIES

PART IV

COLLECTING DATA

PART V

ANALYZING COLLECTED DATA

PART VI

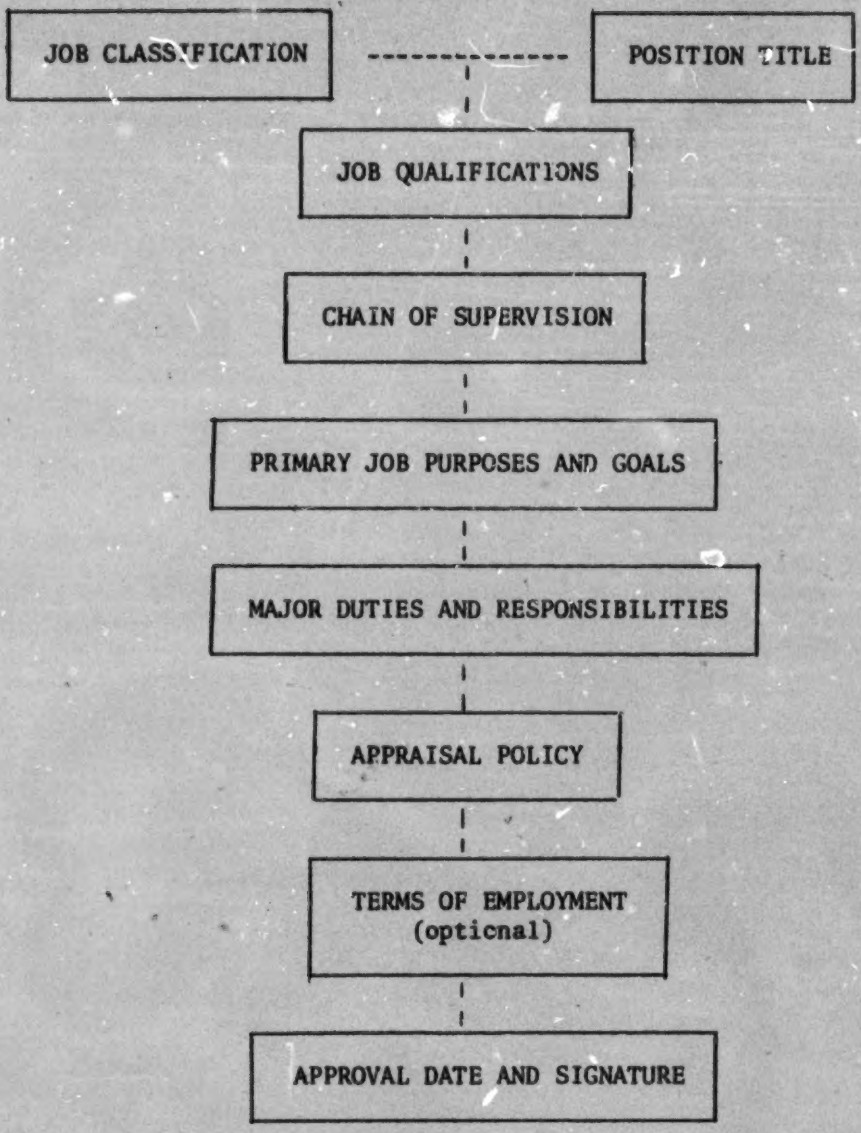
PREPARING THE FINAL REPORT

PART I - WRITING JOB DESCRIPTIONS

> Then they all started grumbling at each other. "How stupid you are! Why didn't you tell him ---" "Well, why didn't you say ---" "You might have reminded him ---" and so on, in the usual way; but of course, it was then much too late, as is always the case.
>
> --Wind in the Willows

Job descriptions are an important part of the cooperative appraisal plan. They reflect the major policies and goals of the school district as they detail the qualifications, expectations, and responsibilities for each educator. By clarifying duties and responsibilities, job descriptions eliminate speculation and misunderstanding in personnel evaluation. Certainly, a person should not be held accountable for duties he did not know he was to assume.

While there are no specifically "right" or "wrong" ways of writing job descriptions, there are some fundamental items which might be included. Major areas of a job description include a position title, qualifications for that position, job goals and responsibilities, and a policy or referral to a policy for appraising an employee's performance. The following diagram details the items that should be included in a job description. Following this diagram are details and examples explaining each item.


JOB CLASSIFICATION
POSITION TITLE
JOB QUALIFICATIONS
CHAIN OF SUPERVISION
PRIMARY JOB PURPOSES AND GOALS
MAJOR DUTIES AND RESPONSIBILITIES
APPRAISAL POLICY
TERMS OF EMPLOYMENT
(opticnal)
APPROVAL DATE AND SIGNATURE

A JOB DESCRIPTION

1. Job Classification is a broad title indicating the major field in which a position is found.

   Example: Educator

2. Position Title identifies the specific position the employee will hold.

   Example: Sixth Grade Teacher

3. Job Qualifications indicates the minimum kinds and extents of education, skill, abilities, and previous experience required for the position.

   Example: Sixth Grade Teacher - B.A. Elementary Education. Must hold a valid Montana credential for elementary education as outlined in the current edition of Certification of Teachers and School Administrators in Montana. No prior teaching experience necessary.

4. Chain of Supervision identifies the supervisor to whom the employee reports and the subordinates for whom the employee is responsible:

   Example: Sixth grade teachers report directly to the principal of the school to which they are assigned. Sixth grade teachers are responsible for one teacher-aide, one teacher-intern, and one student-teacher when assigned. Further, they are responsible for all children the principal assigns to their classes and for other areas of supervision as designated by the principal.

5. Primary Job Purposes and Goals states the educator's aim of developing a consistent educational program for all students in the district.

Example: All teachers are responsible for helping students learn skills that will contribute to their development. Sixth grade teachers are responsible for overseeing the educational progress of each youngster assigned to the class.

6. Major Duties and Responsibilities presents the general tasks comprising a particular job. A few of the many which can be listed are noted below.

Example: Sixth Grade Teacher

* Plans a program of study that meets the individual needs, interests, and abilities of students.

* Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

* Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.

7. Appraisal Policy describes the procedure by which the employee's performance will be reviewed. Although the example in this handbook is general, districts should include their specific appraisal procedures at this time or refer the employee to a handbook or some other document which gives a detailed and specific description of the appraisal procedures.

Example: The sixth grade teacher's performance will be appraised in accordance with the district's written policy on appraisal of professional personnel.

8. Terms of Employment states for what period and at what salary the employee will work. This section may be optional in districts where there is a master contract.

Example: The sixth grade teacher will be employed for 180 days plus 7 pupil instruction related days (P.I.R. days). Salary will be according to the current schedule.

9. Approval Date and Signature is a section which shows the board has reviewed and endorsed a particular job description on a certain date.

CREATING JOB DESCRIPTIONS

Creating job descriptions need not be a monumental task. The responsibility for writing job descriptions would be shared; for example, there could be several committees formed to write job descriptions.

To understand the full cooperative appraisal plan in this handbook and how it could work in forming job descriptions, it might be advisable to hold several in-service workshops. Thus, when job descriptions must be written, there will be some understanding of the process.

The task of writing job descriptions might be organized in the following way. Committees would be formed from each employee area. For instance, delegates from the English department, the first grade or grades K-3 (depending on the number of teachers in each grade), the administration, and the custodial staff would form separate committees. Each committee would send out forms requesting every member of its particular area to describe the major duties and responsibilities in his position. When the employee completes the form he would return it to the committee.

After the forms have been collected, the particular committee would meet to write job descriptions from the gathered information. Then it would meet with the appropriate employees to discuss, modify, and rewrite the job descriptions. The descriptions are then submitted to the District Superintendent of Schools and to the Board of Trustees to be reviewed and filed for use in personnel evaluation. To avoid misunderstanding about his position, each employee must receive a copy of a job description.

Although job descriptions have been approved and filed, they may be reviewed and changed according to the above procedure. Regular reviews by the committees, the district superintendent, and the board will provide opportunities

to modify descriptions as necessary. Job descriptions should be dated for easy reference in reviewing them.

Three sample job descriptions follow. They are meant to serve only as abbreviated examples; each district would include more relevant details and changes as it wishes.

SAMPLE JOB DESCRIPTION

JOB CLASSIFICATION Educator POSITION TITLE Sixth Grade Teacher

JOB QUALIFICATIONS

A sixth grade teacher must have a B.A. in Elementary Education and hold a valid Montana credential for elementary education as outlined in the current edition of Certification of Teachers and School Administrators in Montana. No prior teaching experience is necessary.

CHAIN OF SUPERVISION

Sixth grade teachers report directly to the principal of the school to which they are assigned. Sixth grade teachers are responsible for one teacher-aide, one teacher-intern, and one student-teacher when assigned. They are further responsible for all children the principal assigns to their classes and for other areas of supervision as designated by the principal.

PRIMARY JOB PURPOSES AND GOALS

All teachers are responsible for helping students learn skills that will contribute to their development as mature, able, and responsible men and women. Sixth grade teachers are responsible for overseeing the educational progress of each youngster assigned to their class.

MAJOR DUTIES AND RESPONSIBILITIES

The sixth grade teacher shall perform the following tasks:

1. Plan a program of study that meets the individual needs, interests, and abilities of the students.

2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

3. Diagnose the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.

APPRAISAL POLICY

The sixth grade teacher's performance will be appraised in accordance with the district's written policy on appraisal of personnel.

TERMS OF EMPLOYMENT (Optional)

The sixth grade teacher will be employed for 180 days plus 7 pupil instruction related days (P.I.R. days). Salary will accord with the current schedule.

APPROVAL DATE AND SIGNATURE

Reviewed and approved by: _____ Date: _____

Board of Trustees

SAMPLE JOB DESCRIPTION

JOB CLASSIFICATION Educator POSITION TITLE Curriculum Coordinator

JOB QUALIFICATIONS

The curriculum coordinator should hold an M.A. in Curriculum and proper supervisory certification as outlined in the current edition of Certification of Teachers and School Administrators in Montana. Experience in educational program design, development, and evaluation as well as two to five years experience in general education is necessary. Successful supervisory and management experience in programs for the educationally and culturally disadvantaged is desired.

CHAIN OF SUPERVISION

The curriculum coordinator reports to the superintendent and is responsible for a technical writer, an instructional materials analyst, and a clerk.

PRIMARY JOB PURPOSES AND GOALS

The curriculum coordinator is the principal educational administrator responsible for the coordination and evaluation of educational programs for students.

MAJOR DUTIES AND RESPONSIBILITIES

The curriculum coordinator shall perform the following tasks:

1. Participate in determining the district's educational program.
2. Coordinate the selection, design, development, implementation, and evaluation of educational programs.
3. Design, develop, implement, and evaluate all in-service training.

APPRAISAL POLICY

Performance of this job will be appraised in accordance with the district's written policy on appraisal of personnel.

TERMS OF EMPLOYMENT (Optional)

The curriculum coordinator will be employed for a twelve-month year with salary according to the current schedule.

APPROVAL DATE AND SIGNATURE

Reviewed and approved by: _____ Date: _____
Board of Trustees

SAMPLE JOB DESCRIPTION

JOB CLASSIFICATION Educator POSITION TITLE District Superintendent of Schools

JOB QUALIFICATIONS

The District Superintendent of Schools should hold an M.A. degree with a minimum of five years prior administrative experience at the elementary, secondary, or central office level and a valid Montana certificate with proper endorsements.

CHAIN OF SUPERVISION

The District Superintendent of Schools reports directly to the Board of Trustees. The following staff report directly to the district superintendent: assistant for instruction, assistant for business, and assistant for special programs.

PRIMARY JOB PURPOSES AND GOALS

The District Superintendent of Schools must manage the plan for the conduct of the affairs of the school district through personnel, instruction, business, human relations, information, and related activities.

MAJOR DUTIES AND RESPONSIBILITIES

The District Superintendent of Schools shall perform the following tasks:

1. Accept the authority and assume the responsibility for the administration of district policy.

2. Serve as professional advisor to the Board of Trustees in all matters of educational leadership, business administration, personnel administration, material management, and public relations.

3. Operate and maintain an educational organization designed to effectively present instruction and activities for students enrolled in the district.

APPRAISAL POLICY

Performance of this job will be appraised in accordance with the district's written policy on appraisal of personnel.

TERMS OF EMPLOYMENT (Optional)

The District Superintendent of Schools will be employed on a twelve-month year with salary according to the current schedule.

APPROVAL DATE AND SIGNATURE

Reviewed and approved by: _____ Date: _____
Board of Trustees

SUMMARY

Job descriptions are important in the cooperative appraisal system because they reflect the school districts' major policies and goals by clarifying the roles and duties of employees. They eliminate uncertainty in personnel evaluation.

Job descriptions should be cooperatively written, perhaps by committees, and should be reviewed regularly by the committees, the District Superintendent of Schools, and the Board of Trustees for modification if necessary.

An outline for job descriptions is on page 8.

REVIEW LIST

1. School districts will solicit job descriptions.
2. The District Superintendent of Schools and the Board of Trustees will review and approve job descriptions as they are forwarded.
3. If any changes in the descriptions are necessary, they will be made before adoption.
4. Job descriptions will be filed for use in personnel evaluation.
5. Job descriptions will be reviewed regularly by departmental committees, the district superintendent, and the board.

PART II - DETERMINING JOB TARGETS

> The great thing in this world is
> not so much where we stand as in
> what direction we are moving.
>
> Oliver Wendell Holmes

Due to the fact that most school administrators and school boards agree that the vast majority of their teachers do an adequate job in the areas that are presently used to evaluate them (i.e. dress, voice quality, knowledge of subject, neatness of room, etc.), the Division of Educational Research and Services suggests that school districts consider utilizing job targets for the improvement of instruction.

A job target is a goal an educator wishes to attain in order to improve the education of students as well as his own professional performance. Job targets derive their direction from the major goals and responsibilities in a job description. They are the more specific goals an educator will pursue over a given period of time. They enable personnel appraisal to be based primarily on demonstratable results.

In the cooperative appraisal plan educators on every level would analyze their work in order to determine professional areas in which they need to improve. General areas might include instructional competence, pupil-teacher

relationships, administrative-supervisory-teacher relations, and personal qualities and competencies. They might also involve parent-community contacts, professional participation, and in-service growth.

Each educator would then meet with his appraiser(s) to discuss job targets, which would be determined from the educator's own analysis of his work as well as suggestions from his appraiser(s). During this meeting the appraiser(s) and the educator being appraised might discuss the proposed job targets in light of the following questions:

1. Can the proposed job targets be accomplished in the appraisal period?
2. Will the proposed targets actually help improve the quality of instruction?
3. Can the job targets be measured adequately?
4. Will the proposed job targets require any added equipment, personnel, time, or facilities which are not usually available?

The number of targets an educator would work on could be determined in several ways. He might work on both short-term and long-term job targets; thus, the period of appraisal for each could range from a few weeks or months in some instances to a full school year in others. It might be advisable for an educator to work on three or four job targets that are carefully selected, rather than on many which are hastily done.

After job targets are discussed, the educator and appraiser(s) would write them. They may do this together or the educator may do it alone and meet again with the appraiser to complete a final draft. At this time the activities that the educator will perform in order to carry out the job targets would be drafted and agreed upon (See Part III). Problems concerning materials, facilities, time, personnel, or equipment would be discussed and taken care of after the conference, or the educator would be notified that the proposed targets require revision. If necessary, another conference could be held to discuss revisions.

Job targets in the cooperative appraisal plan are not designed to restrict an educator's creativity. In fact, they may offer a chance for innovation in many areas of education. Even though a job target has been written and approved, it need not be inflexible. There may be times midway through the appraisal period when it becomes apparent that an educator simply cannot accomplish one or more of his targets. As the educator observes this happening, he could call a meeting with his appraiser to discuss modifying the job target. This flexibility may eliminate the educator's frustration of attempting to achieve an unattainable goal.

Drafting job targets need not be a difficult or con-

suming task. There are only three things to remember when writing them.

1. Identify what the educator wants to do to improve his skills or raise student skill-levels.

2. Show how he will accomplish this goal.

3. State how he and the appraiser will know that the job target has been completed.

The methods (target activities) by which job targets are achieved and the criteria (appraisal procedures) by which their completion is determined will be discussed in greater depth in Part III.

EXAMPLES OF JOB TARGETS

Approved job targets should be worded in specific terms and include the statement of target, target activities, and target appraisal procedures.

For instance:

> The curriculum coordinator will evaluate all existing math programs from grades K-3 and recommend improvement to the district superintendent and the Board of Trustees. By October 15 the curriculum coordinator will form and chair a mathematics curriculum committee composed of staff members and selected community members for the purpose of making the evaluation. The curriculum coordinator will advise the superintendent of all progress. Appraisal of this target will be based on whether a committee has been formed and chaired by October 15 by the curriculum coordinator, evidence that the committee is meeting regularly, and the submission of the final report by February 15.

The elementary teacher will design individualized programs of instruction for pupils with reading difficulties. The student will analyze the cumulative records of all students in the class, identify those students with reading problems, and construct individualized objectives for those identified. Appraisal will be based on the implementation of individualized programs and an estimate of their effectiveness by post-testing and on-going observation. It is assumed that this target will be pursued beyond the current appraisal period if necessary until it is completed.

As they draft job targets, the educator and appraiser(s) should choose areas in which they feel particular improvement is necessary. Some possible job targets that might improve instruction are suggested as follows:

An elementary teacher might wish to

* Improve parent-teacher communication.
* Increase student awareness of people's impact on the environment.
* Teach math skills in a manner more relevant to practical application.

A high school chemistry teacher might wish to

* Make his class more project rather than lecture oriented.
* Demonstrate the interdependence of all scientific areas.
* Increase student awareness of the effects of drugs and narcotics.
* Attempt to encourage students to become interested in chemistry as a career.

A principal might wish to

* Study student attendance records and devise new methods to decrease absenteeism.

* Attempt new ways to conduct faculty meetings that will increase participation and response.

* Incorporate a system to use parents as teacher aides in order to increase the amount of individual attention given to students and to further the parents' understanding of the school system.

A superintendent might wish to

* Assess the utilization of school policy to make relevant suggestions to the board for improvement.

* Improve communication between administrative and teaching personnel.

* Improve the utilization of district facilities.

THE APPRAISERS

An educator could be appraised by one appraiser or several appraisers. An appraiser could be a head teacher, a supervising teacher or other immediate supervisor, the principal or assistant principal, the district superintendent, as well as several peers. An appraisal committee could consist of one or more of these people and would always include the educator being appraised. For simplification, this handbook will refer to only one appraiser.

As school board members consider adopting this plan, they will undoubtedly realize that they cannot act as appraisers to every employee. They must delegate this authority to supervisors and administrators. For instance, a

principal is responsible for the teachers assigned to him. Although a principal might not be able to sit on every appraisal committee, he might wish to be present at the meeting for determining job targets and at the final conference in the spring. A superintendent is then responsible for principals, and the board is responsible for the superintendent.

Board members should not overlook the superintendent in the appraisal process. If there is to be an appraisal plan that works to improve instruction, no one involved in the educational process should be overlooked. The superintendent usually has easy access to the board. Therefore, it is convenient for him to give the board his proposed job targets and activities with the board acting as his appraisal committee. In this way, the appraisal plan works to improve instruction at every level of school organization.

SUMMARY

Job targets are the specific goals an educator wishes to attain in order to improve instruction in the school district.

In the cooperative appraisal plan the educator being appraised and the appraiser(s) would cooperatively determine what the job targets will be, how they will be carried

out, and when they will be completed. Job targets should be carefully selected, limited in number, and flexible.

There could be one appraiser or several appraisers. In the cooperative plan, educators at every level would be appraised.

REVIEW LIST

The educator being appraised and the appraiser

1. Meet to discuss in what professional areas the educator might need to improve.
2. Determine what the job targets will be.
3. Write the job targets and deal with any strategic problems involved in the targets.

PART III. STATING TARGET ACTIVITIES

Be great in act, as you have been in thought.

Shakespeare

In order to discuss job targets, it is necessary to clarify how the target will be accomplished and upon what basis its completion will be appraised. Target activities are the actions through which the educator carries out a job target.

A complete job target can be broken into three parts: the statement of the job target, the target activities, and target appraisal. The example of the curriculum coordinator's job target in Part II could be divided in the following way:

Target Statement

The curriculum coordinator will evaluate all existing math programs from grades K-3 and make recommendations to the superintendent and Board of Trustees.

Target Activities

By October 15, the curriculum coordinator will form and chair a mathematics curriculum committee composed of staff members and the general public for the purpose of making the evaluation. The curriculum coordinator will advise the superintendent of all progress.

Target Appraisal

Appraisal of this target will be based on whether a committee has been formed and chaired by October 15 by the curriculum coordinator, evidence that the committee is meeting regularly, and submission of a final report by February 15.

The example of the elementary teacher would be divided in the following way:

Target Statement

The elementary teacher will design individualized programs of instruction for pupils with reading difficulties.

Target Activities

The teacher will analyze the cumulative records of all students in the class, identify those students with reading problems, and construct individualized programs for those identified.

Target Appraisal

Appraisal will be based on the implementation of individualized programs and an estimate of their effectiveness by post-testing and observation. It is assumed that this target will be pursued beyond the current appraisal period if necessary until it is completed.

Drafting activities and appraisal would be done at the time of the job target conference between the educator and appraiser. In this way they can avoid confusion about how the educator is to accomplish his target and the criteria by

which he will be appraised. Target activities should be able to be observed or verified and should relate specifically to the job target.

For example, the curriculum coordinator's job target lays out his activities by requiring him to do the following:

1. Form and chair a mathematics curriculum committee.
2. Advise the superintendent of all progress.
3. Hold regular committee meetings.
4. Present a committee report to the Board of Trustees.

The elementary teacher must do the following:

1. Analyze the students' cumulative records.
2. Identify the students with reading problems.
3. Form individualized programs for these students.

The time in which the educator carries out these activities is guided by the job targets. The appraisal period is determined by the board's standard on appraisal periods and may be three, six, or nine months in length unless otherwise agreed upon by the appraiser and educator.

Following are examples of target activities which could accompany some of the possible job target statements presented in Part II for elementary and secondary teachers, the principal, and superintendent.

Elementary teacher: If the job target is to "improve teacher-parent communication," the educator may wish to

*Arrange home visitations.

*Arrange conferences with parents of students with academic difficulties.

*Send a course outline to parents briefly explaining course objectives and what the students are doing.

High school chemistry teacher: If the instructional improvement target is "increasing awareness of the effects of drugs and narcotics," the educator may wish to

*Plan a panel discussion with students who have used drugs.

*Conduct experiments to show why various drugs have the effects noted by the panel members.

*Ask a doctor or pharmacist to speak to the class on the physiological effects of drugs.

*Team with a social studies teacher to present a scientific-social view of drugs.

Principal: If the proposed job target is to "decrease student absenteeism," the principal might wish to

*Confer with individual students exhibiting poor attendance.

*Arrange meetings with parents to determine if valid reasons for absenteeism exist.

*Study methods of positively reinforcing good attendance.

Superintendent: If the possible job target is to "improve utilization of district facilities," the superintendent might wish to

*Conduct a study to determine what use the facilities now receive.

*Send a questionnaire to local service organizations asking if they could make use of certain available facilities.

*Hold a community meeting to determine if the public feels school facilities are adequately utilized.

TARGET ACTIVITIES SCHEDULE

When target activities are written into the job target, it is helpful to draft a tentative schedule the educator will follow during the appraisal period. A copy should be given to the appraiser so that he can be kept easily informed of the educator's progress. This schedule is helpful in clarifying job targets but should not be considered unalterable. The ultimate concern is to improve instruction, and a schedule is only an aid to organize target activites.

The curriculum coordinator's target activities schedule might look like the following:

Oct. 5-15	Form and chair a mathematics curriculum committee.
Oct. 15-20	Hold first meeting and establish a regular meeting time.

Oct. 20-Feb. 1	Review all existing district mathematics programs from grades K-3.
Oct. 20-Feb. 1	Regularly advise the superintendent of all progress by written memoranda.
Feb. 1-15	Write final report for the Board of Trustees.
Feb. 15	Submit a final report to the Board of Trustees.

SAMPLE JOB TARGETS

The following are additional examples of complete job targets including target statements, target activities, and target appraisal procedures which could apply to an elementary teacher, secondary teacher, principal, and superintendent.

During the current appraisal period, the elementary teacher will improve communication with the parents of his/her students. This will be accomplished by a series of individualized conferences with parents. Appraisal will be based on the submission of a brief report of the effectiveness of these conferences.

During the current appraisal period, the high school chemistry teacher will design tests which are oriented to practical application. Chemical composition and reaction of common household products will be investigated for inclusion. Appraisal will be based on administration of such exams and submission of a brief written report of the effectiveness of this job target.

By December 15 the principal will have improved school efficiency by increasing communication between administration and staff. To accomplish this, he will hold at least three individualized conferences with each staff member and monthly general staff meetings. Appraisal will be based on the completion of the conferences, general staff meetings, and submission of a final appraisal report.

At the end of this appraisal period, the superintendent will have made recommendations to the Board of Trustees concerning proper implementation of board policy review. Appraisal of this target will be based on the superintendent's actual review of existing board policy, his recommendation to the board, and any subsequent new policies.

SUMMARY

Target activities are the actions an educator performs to carry out a job target. A schedule is helpful but not always binding and could be included in the writing of the job target activities. Completion of a job target is determined by appraisal procedures, which would also be included in job targets.

REVIEW LIST

1. The educator meets with his appraiser to produce target activities and appraisal procedures for the formally written job target.

2. The educator may or may not wish to include a flexible target activities schedule.

3. The educator begins working on the target activities.

PART IV - COLLECTING DATA

"What do you see there?"
"Tracks," said Piglet. "Paw-marks."

Winnie the Pooh

Collecting data would enable the educator to keep track of his progress towards a job target. By recording information concerning his target activities he could share the depth and scope of his plan of action with his appraiser. The appraiser could, in turn, gather information on the progress throughout the appraisal period. Both the educator and appraiser could then meet regularly to discuss progress, alter the target activities or the job target itself if necessary, and document the completion of the job target. Collecting data need not be an overwhelming task; the data should be relevant, concise, and limited in amount.*

To eliminate uncertainty from the appraisal procedures the educator and appraiser would determine how data would be collected. They would discuss the collection methods during the job target conference, make notes of these methods, and make copies of the agreed procedure which both

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*Remember: The main goal of the cooperative appraisal plan is to improve instruction!

parties would follow. Collecting data would enable the educator and appraiser to see if the job target is realistic and to modify it if it is not. Collecting data also would allow them to see how well the target activities work and to change these activities if necessary.

There are many ways to collect data. Information can be gathered by surveys or checklists, classroom visitations, conferences, student appraisal, self-evaluation, student pre- and post-testing, and videotape or tape recorders for classroom activities. Educators could devise and use other methods which they think appropriate. The appraiser and the educator could use their own separate methods, but all the methods used should be known and agreed upon by both parties.

To some extent the job target includes guidelines for the educator and appraiser to follow when collecting data. For instance, in the curriculum coordinator's job target presented in Parts II and III, the curriculum coordinator was instructed to "inform the superintendent of all progress." The superintendent and curriculum coordinator could determine to carry out this requirement in several ways. They might meet occasionally to discuss the progress, or the educator could submit written information at specific intervals. The following examples list appraisal data the

curriculum coordinator and superintendent might collect during the appraisal period.

The curriculum coordinator could keep records of committee formation and activities including:

1. Meeting schedules.
2. Minutes of all meetings.
3. Notes of interim reports to the superintendent.
4. Copies of the final report.
5. Notes of Board of Trustees' reaction to the final report.

The superintendent's appraisal file could include:

1. Copies of interim reports and minutes made available by the curriculum coordinator.
2. Notes of personal meetings with the curriculum coordinator.
3. A copy of the final report.
4. Notes of the committee's final report to the board.

All collected data would be filed as it comes in for review at the end of the appraisal period. Because collecting data would be an ongoing process, information would be available as it was needed.

SUMMARY

Data collection is necessary to document the progress and completion of a particular job target. It would

enable the educator and appraiser to modify the job target if necessary.

Data could be collected in many ways agreed upon by both the educator and appraiser.

All data would be kept in a current file for use as needed and for the final review.

REVIEW LIST

1. The educator and appraiser agree to the methods of collecting data.
2. The educator and appraiser begin files and collect data throughout the appraisal period to use for the final review.

PART V - ANALYZING THE COLLECTED DATA

He sat down and thought, in the most thoughtful way he could think.

Winnie the Pooh

The next step in the cooperative appraisal plan is to analyze the job target information that has been gathered. Analyzing data can be done as it comes in, as well as at the end of the appraisal period. This is the appraisal step in which the appraiser and educator work least as a team. The two analyze the collected data independently in order to form individual opinions about the completion of the job target.

In reviewing the data, the educator and the appraiser should remember that the main purpose of the job target is to improve instruction. Therefore, they would confine their analyses to relevant data previously agreed upon and would form opinions that are diagnostic. For instance, they might take into account the various factors involved in completing a job target, such as materials, time limitations, and professional experience, in order to arrive at a helpful evaluation for the educator and the school district.

The educator being appraised could ask five basic

questions about the job target.

1. Did I do what I said I would?
2. Did I meet the job target with the methods I planned to use?
3. Did my job target improve instruction?
4. Do I have evidence to support this?
5. Is there a way I can improve upon the results?

Similarly, the appraiser would review his data and check it against the items that he and the educator previously agreed would form the appraisal criteria. For instance, in the example of the curriculum coordinator's job target (see page 21), the appraiser might check to see if he received copies of interim reports and minutes from the curriculum coordinator. He might also review notes made during personal meetings with the curriculum coordinator and any notes he may have taken during the board meeting at which the mathematics curriculum committee's report was presented.

In the example of the elementary teacher (see page 22), the appraiser could determine whether a pre-test was given and the children with reading difficulties were identified. He might also review the individual reading programs created by the teacher, post-test results, and his own classroom observation notes. Since the job target might continue past

the final conference, the appraiser might wish to see information regarding the children who still have reading problems and might need further special help.

Both parties could make notes of the instructional improvement and professional growth they feel has been reached in undertaking the job target. Then they would arrange to meet in order to discuss, compare, and cross-check their separate findings and opinions about both the data and the completion of the job target.

SUMMARY

In the fifth step of the appraisal process, the educator and appraiser independently analyze their collected data to form opinions about the completion of the job target. Later the two will meet in conference to discuss their findings and opinions.

REVIEW LIST

The appraiser and the educator being appraised would independently review their data collections in order to do the following:

1. Check all data against the list the two parties agreed upon during Part IV of this appraisal plan.
2. Form an independent but open-minded opinion regarding the completion of the job target.
3. Prepare a brief summary of these opinions.
4. Arrange a meeting during which these findings would be discussed.

PART VI - PREPARING THE FINAL REPORT

> Men are never so likely to settle a question rightly, as when they discuss it freely.
>
> --Macaulay

When the educator and appraiser have completed their individual analysis of the information that has been collected, arrangements should be made for a final conference. At the conference several items might be discussed, including a comparison of the educator's and appraiser's findings, the amount of improvement accomplished through the job targets, follow-up activities that are indicated, and some consideration of future job targets. The two parties could also discuss the possibility of better methods to reach the same job target, the degree to which the school district might benefit from the job target results, and the strengths and limitations of the appraisal system and the specific job targets.

Then a brief final report could be written and submitted to the proper authority. Any variation of opinion concerning a job target should be included. The educator and appraiser would retain copies of this report. Later the District Superintendent of Schools could summarize

for the Board of Trustees information regarding the number of educators who completed job targets and the effects these job targets will produce on the quality of instruction in the school district. The Board of Trustees has access to final appraisal reports. Filing these reports indicates that the school district has followed the directive of the State Board of Public Education and has complied with state accreditation standards.[3]

FOLLOW-UP ACTIVITIES

Follow-up activities can help further the results of a particular job target. They allow the educator to carry out suggestions and ideas that may have occurred to him or his appraiser throughout the appraisal period or at the final conference. They continue the job target, making it more beneficial and complete. They are distinguished from future job targets in that they relate directly to the old job target and are specific and more immediate in scope.

For instance, a follow-up activity for the curriculum coordinator who recommended that the kindergarten math

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[3] Standards for Accreditation of Montana Schools, Second Edition, Montana Board of Public Education, 1973, p. 9.

program be restructured might be to inquire about various kindergarten math programs in other schools. The teacher who constructed individualized reading programs for students with reading problems might attend a summer workshop for remedial reading to enhance his knowledge of meeting individual reading needs.

Examples of possible follow-up activities for the elementary teacher, secondary teacher, principal, and superintendent whose job targets were discussed in previous parts of this handbook are listed below.

> If the elementary teacher's job target was aimed at improving parent-teacher communications, an appropriate follow-up activity might be the preparation of a monthly newsletter.
>
> * * * *
>
> The high school chemistry teacher might follow up his job target of designing tests more relevant to practical application by continuing to restructure all of his tests for the whole school year.
>
> * * * *
>
> If the principal attempted to improve administrative-staff communications with his job target, he might follow up by making individual conferences a monthly occurrence.
>
> * * * *
>
> If the superintendent was to make recommendations to the Board of Trustees concerning the proper implementation of district policy, he might follow up by scheduling visits and conferences to answer any questions concerning policy as it pertains to individual schools.

APPRAISING THE SUPERINTENDENT

Following the format of the appraisal plan in this handbook, the final conference is as important a step in the appraisal of the District Superintendent of Schools as it is for any other educator in the school district. He would meet with the Board of Trustees or its appointed representative. At this time, analyses and opinions concerning his job target(s) would be compared and a final report would be written. This report could be submitted to the Board of Trustees for review. Subsequently, it would be filed with the board, in the clerk's office, or wherever the board or its appointed representative decides these reports should be kept. The superintendent would receive a copy for reference. In this way, the board again protects the school district's accreditation by insuring that "all certified staff" have been appraised.

SUMMARY

During the final conference, appraisal participants discuss and document the completion of job targets. Data collections are examined and compared, conclusions are made, and a final report is written. At this time participants may choose follow-up activities and discuss future

job targets

The superintendent also participates in a final conference with the Board of Trustees in order to insure that "all certified staff" are appraised.

REVIEW LIST

1. Appraisal participants discuss the completed job targets, possible follow-up activities, and future job targets.
2. They prepare, sign, and receive copies of a final report to the superintendent.
3. The superintendent summarizes the completion of all job targets for the Board of Trustees.
4. All certified staff are appraised.
5. Final reports are filed.

PART VII - APPRAISING IN THE SMALL SCHOOL DISTRICT

> The log schoolhouse was built... About twenty pupils were assembled and then the school was ready for work.
>
> "School-teaching on the Peñasco"

As board members have read the previous six parts of this appraisal system, they may have wondered repeatedly, "Yes, but what about the small school district? The co-operative appraisal system seems set up for a district with administrative officials, department heads, and personnel offices. What about the small school which employs none of these?"

In the small rural school the Board of Trustees acts as the administrative agency. The board is assisted by the County Superintendent of Schools but retains the final approval in district matters. Such a district would be located in a county with an elected superintendent in whose office the district would file job descriptions and appraisal data. The county superintendent would act as a professional adviser to the board on appraisal matters.

Any district with a superintendent or an administrator could use the plan presented in the first six parts of this

handbook. However, should there be no superintendent or principal, the Board of Trustees would need to study the appraisal plan and play an active role in its institution and use. Due to the small number of district educational personnel, the board does not have the option of delegating as much responsibility for appraisal as in a larger district; thus, there is opportunity for interaction and communication among board members and teachers.

WRITING JOB DESCRIPTIONS

In order to begin systematic appraisal, the County Superintendent of Schools and teachers would cooperatively write job descriptions that describe the duties and responsibilities of the teacher(s). Together, the county superintendent and the teacher(s) would discuss the following:

1. Exactly what the teacher(s) believe their duties are in theory.
2. What their duties are in reality.
3. How these two might clash and/or support each other at various times.*

It is important to discuss thoroughly and to include

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*Items 1-3 should be discussed during job interviews.

in the job descriptions the particular aspects of each position in each school, as the duties and responsibilities of teachers might vary considerably throughout the school district. For instance, a teacher in one school might teach grades K-3, while in another school a teacher might teach grades K-6. The county superintendent could write the basic points of the job description as described in Part I of this handbook. Using these guidelines, the teacher could more closely detail duties and responsibilities. Finally, the two would meet with the board or board representative to discuss the proposed document. In this way, writing job descriptions would become a cooperative venture, even in small school districts. The board would then approve the descriptions or make further suggestions. Ultimately, job descriptions must be acceptable to all parties. Copies should be approved by the board and distributed to each teacher and the county superintendent.

The Board of Trustees and County Superintendent of Schools could review job descriptions regularly, perhaps on a yearly basis. Teachers could update their job descriptions yearly by adding the duties they found they were assuming in addition to the ones stated in the job description, and they could suggest the removal of those duties they were not actually performing. These updated

versions would replace all file copies of previous job descriptions.

WRITING JOB TARGETS

Job targets would be written along the guidelines suggested in Part II. Teachers should be encouraged to analyze their work in order to determine professional areas in which they wish to improve, noting those items they think are especially important. The county superintendent and the board members might also suggest job targets. Some targets which a rural school district might suggest are listed below:

1. Meet with the families of all students to explain the proposed quarter's activities and attempt to establish mutual respect and trust.
2. Organize the rural library so that it is more usable.
3. Organize a field trip to an historical museum to enrich the children's sense of the past and how it effects their lives today.
4. Visit the homes of children exhibiting low skill-levels and attempt to enlist the aid of those parents in providing at-home lesson reinforcement.

The teacher, the county superintendent, and the board or board representative would meet as an appraisal committee to discuss, define, and agree to job

targets.* Then they could write them according to the form suggested in Parts II and III of this appraisal handbook. Here are some examples:

Target Statement

Example 1: The teacher will attempt to improve communication between the parents of students and the school, in order to give parents a better understanding of the school program and to make them aware of their children's abilities and progress.

Target Activities

In order to accomplish this aim, the teacher will visit as many of the families as possible during the appraisal period.

Target Appraisal

Evaluation of the target will be based on proof that the visits were carried out. The teacher will keep notes of the parents' questions, concerns, and suggestions regarding education in the school district.

Example 2: The teacher will try to reorganize the school library, in order to make it more usable to the students.

The books now in the library will be inventoried, examined for damage, and catalogued alphabetically, according to subject. The teacher will note areas in which the library is not complete and will give a purchase estimate to the board for additional books to complete the subject areas.

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*The appraisal committee could also include other teachers.

Appraisal will be based on whether or not the library has been reorganized and by the board's receiving suggestions and requests from the teacher.

Example 3: The teacher will attempt to increase and to enrich the students' awareness of the history of the area and how it affects their lives today.

This aim will be accomplished by planning and conducting at least three field trips to an historical museum and to various historical sites in the area.

Evaluation will be based on the completion of the designated number of field trips and on a written report to the Board of Trustees stating whether or not the trips were valuable in increasing the students' understanding of how the past relates to them.

Example 4: The teacher will identify those students who are having problems in reading and try to enlist the help of their parents in a home tutoring program.

This task will be done by looking at reading test results and by the teacher's personal knowledge of the student's ability. After the students have been identified, the teacher will visit their parents, to explain the program, and to ask for their help. The teacher might also conduct a workshop for a group of parents to discuss reading and reading problems.

The teacher will be evaluated on whether or not tests were given, the students were identified, and the parents were visited. Notes will be kept throughout the program on the parents' reactions, their attendance at a possible workshop, and on the progress of the students who will be given tests at the end to measure their growth.

The county superintendent and the board should not be afraid to let teachers experiment. If a teacher tries something new as a part of his job target and it proves unsuccessful, the experience can still benefit the school district. It might, at least, reveal some particular problems of instruction.

TARGET ACTIVITIES AND DATA COLLECTION

Because educators and board members are busy people, the appraisal system must be kept as simple as possible. It is suggested that appraisal activities would be decided upon in such a manner that everyone could obtain all the information he needs with minimum time and effort.

Following this section is a schedule detailing the sequence in which a teacher could present information about a job target to the superintendent and the board representative. Dates have been omitted, but the first meeting would take place in early fall. Subsequent meetings could occur when and as often as necessary; more meetings may be needed, depending on the particular job target and the information to be gathered. The final conference would occur in early spring.

This schedule details a sequence for the fourth job

target example on page 52 only to illustrate how a schedule would work. Each district would choose job targets relevant to its particular needs and may or may not wish to use any examples in this handbook.

TARGET ACTIVITIES AND DATA COLLECTION*
(for Job Target Example No. 4, pg. 52)

September	The county superintendent, board representative, and the teacher agree that the job target will be to identify students with reading problems and to help their parents tutor them at home.
October	The teacher presents the results of reading tests and a list of students with reading problems. The teacher will also present a plan to contact the students' parents.
November	The teacher presents notes of contact with the parents and the names of those parents who will work in the home tutorial program.
December	The teacher presents notes of meetings with parents to guide them in their tutoring. The teacher might also present plans for a reading workshop with a group of parents.
January	The teacher presents notes of further meetings with parents to guide them in their tutoring, as well as notes of plans to test the children for progress in reading.
February	The teacher presents final test results, a summary of the progress of the children, and an evaluation of the job target. At this time the board and the teacher would review all the data they had collected to be drafted in a final appraisal report.
March	This meeting could be the final conference. The county superintendent, board representative, and the teacher would discuss, approve, and sign the final report. Each party receives a copy. They would suggest follow-up activities for the job target or suggest other targets for the following year.
	A teacher could continue the job target and/or follow-up activities until the end of the school year, at which time another meeting could be held to discuss any further information that would be enlightening or that might suggest job targets for the next school year.

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*See Parts III and IV for further explanation on target activities and data collection.

The county superintendent and board representative could visit a classroom to observe the activities and progress of a job target. They could then discuss their notes with the teacher to further the cooperative nature of the appraisal plan. Extensive files are unnecessary, but all information presented should be filed.

IMPROVING COMMUNICATION

One problem which seems to occur frequently in small, rural school districts is a lack of communication among the board, the county superintendent, and the teachers. In order to correct this situation, teacher attendance could be required at some board meetings throughout the year. In this way board members, the county superintendent, and teachers might openly discuss matters pertinent to improving the quality of instruction in the district. As these parties meet, better communication and a higher quality of education could evolve.

Board members and the county superintendent should keep open minds as they advise and counsel teachers. Everyone involved should remember that the basic purpose of the appraisal system is not to hire nor to fire; it is to help teachers and board members work together to improve the quality of education in their district.

Sometimes a teacher might seem uncooperative by failing repeatedly to present evidence to support the fact that he is working toward his job target(s). It is recommended that the appraisal committee handle these incidences individually, look into the reasons for such a failure, and use follow-up activities when necessary to give the teacher every chance to help improve the district's quality of education.

In this way, small districts could use the appraisal plan presented in this handbook. For any size school district, it can produce better communication within the school system and the community, a higher quality of instruction, and professional growth.

SUMMARY

The small school district, a Class II district, might have no superintendent or other hired administrator. As a result the Board of Trustees, assisted by the County Superintendent of Schools, acts as the administrative agent for appraisal of personnel.

Appraisal could be a cooperative endeavor even in the small school district. The six-part format would be followed as presented in the Introduction.

In order to keep the appraisal process simple, a target activities and data collection schedule could be developed.

The final meeting between the appraisal committee and the teacher would be used to prepare the final report for board approval.

REVIEW LIST

1. The County Superintendent of Schools and teacher cooperatively write job descriptions for board approval.
2. The county superintendent, board, and teacher being appraised act as the basic appraisal committee.
3. Job targets are written by the teacher and/or suggested by the county superintendent and the board.
4. A schedule for presentation of target activities and collected data is approved.

VIII - REVIEWING OTHER METHODS OF APPRAISAL

It must be remembered by the reader that effective appraisal is not an instrument, but, rather, it is a process. Any method of appraisal must be developed to incorporate an individual school's philosophy and goals, if it is to bring about worthwhile educational change.

The final chapter of this handbook will review briefly methods of personnel evaluation other than the cooperative appraisal plan based on job targets detailed in this handbook. Appendices A-E provide examples from some of the approaches mentioned in this chapter.

CHECKLIST

The most familiar method of evaluation is rating by observation or the checklist approach. In this approach an evaluator observes an educator one to three times a year and rates the educator on various characteristics considered desirable in an educator.

Many educators now believe that this approach is limited because characteristics on which an educator is rated may be irrelevant to effective teaching, too hard

to judge objectively, and not easily documented for final review. They believe that it is a mistake to appraise an educator alone rather than his performance. Some critics point out that an appraisal system based on several classroom visits does not offer an adequate view of a teacher's total educational program.

Nevertheless, a checklist could offer some direction and guidelines for appraising. A checklist could be cooperatively created and adopted by educators on all levels, it could be narrative rather than numerically rated, and it could be used at times as part of a more comprehensive appraisal plan. In fact such a checklist described above could be used in the cooperative appraisal plan discussed in this handbook.

STUDENT APPRAISAL

Another appraisal method is student evaluation of teachers. In this approach students receive questionnaires or rating sheets in order to give opinions of their teachers. This method is used mainly on the college and secondary level, although it is used in a few elementary schools.

Educators who advocate student appraisal believe that students should appraise teachers, because they are the people most affected by teachers. A limit of such an

approach involves the possibility of a biased opinion in the case of a teacher-student conflict. Also, students may be unaware of a teacher's professional role. On the other hand, many educators believe that students, in general, are fair and accurate in their observations and that some sort of student feedback should be involved in appraising teachers.

In some schools teachers evaluate their supervisors and administrators in much the same way as students evaluate teachers. Thus, every level of school personnel could be appraised in this way. Again, the obvious limitations to student appraisal are such as to caution against use of this method as a complete appraisal system.

TEACHING PERFORMANCE TEST

An approach which has been researched for over ten years and is used in some schools is the teaching performance test or the instructional mini-lesson. In this method a teacher receives an objective for a lesson that must be presented for 15 to 20 minutes. The teacher plans the lesson, gathers the appropriate material, and then presents the lesson to six or eight students. After the lesson is given the students are tested to see how much they have learned from the lesson. They are also asked to

evaluate how interesting the lesson was for them. Scores in both areas indicate the teacher's competency. This approach might be modified to evaluate supervisory and administrative personnel with colleagues or teachers comprising the selected group.

Some educators object to the mini-lesson as too small in scope to estimate competency. Teaching and lecturing cannot necessarily be evaluated in such a limited period of time; the mini-lesson may not represent the total contribution of the teacher to his students or of the administration to its staff. This approach may be best when used for staff development rather than total appraisal of personnel.

STUDENT PERFORMANCE TESTS

In some schools both teachers and administrators are evaluated on the basis of how well students perform on standardized achievement tests. Students are tested periodically to determine their capabilities, and if test scores indicate that a class, a school, or a whole school district is functioning below the national average the educators are held accountable.

This approach was initiated, in part, to shift accountability from students to educators. However, many educators believe that external factors such as home environment,

limited learning materials, and number of students per class may have as much or more to do with student performance as what educators do. Some educators believe that the tests are too broad to indicate any special emphasis in an educational program. Others question measuring learning by a national norm and by tests which do not account for cultural differences in the students. One serious limitation to this method might be that if high scores are emphasized, teachers will treat "high scores" as an objective which must be obtained, while other important areas of student performance are ignored.

Nevertheless, many people believe that educators must be held responsible for student performance and that, so far, these tests provide one method of evaluation.

INTERACTION ANALYSIS

Another approach to appraisal is interaction analysis. In this method a teacher's verbal interaction with his students is analyzed. This verbal interaction is divided into categories that involve direct influence, such as teacher lectures, and indirect influence, such as praise and encouragement. Students are observed as they respond to teachers and as they initiate talk. A numerical scale is used to in-

dicate the types of communication most used in a particular teacher's classroom. Evaluation is based on the quantity and quality of verbal interaction considered desirable for an effective learning situation.

This method may be limited in that it measures only verbal interaction and does not account for the nonverbal behavior in a classroom which may affect learning. It might be best used as a diagnostic tool in a more comprehensive appraisal system.

OUTSIDE CONSULTANTS

Consultants from outside the school may be used in several ways. In some schools checklists are used by school personnel to rate an educator. Then the results are sent to an educational consulting center, which reviews and draws up an evaluation profile for the educator.

In other schools a consultant is brought in to observe, record, and evaluate the performances of the school personnel. These observations are considered objective and comprehensive in that every level of personnel can be appraised.

Some educators dislike this approach because they believe an outside consultant does not see the total educational program as it develops throughout the year. They also believe it is difficult for a consultant to be aware of the personal in-

teraction in each school. Also,it may be costly and usually is not cooperative.

SELF-EVALUATION

Self-evaluation is considered an increasingly important tool in appraisal. Some schools use only self-evaluation to appraise educators, while other schools use it in combination with observation by a supervisor.

Self-evaluation encourages an educator to focus on the strengths and weaknesses of his performance in order to improve it. An objective checklist or form may be used, but it is the educator's own analysis that is used to determine his competency.

One limit to this approach may be that competent educators tend to judge themselves more harshly than less competent educators. Also, sometimes an educator may lose sight of the total demands of his job as he emphasizes one aspect more than others. Nevertheless, self-evaluation allows appraisal to become more relevant and non-threatening to each educator.

SUMMARY

As was mentioned previously, appraisal is a process not an instrument. Seen in this light, any method of appraisal will need to be modified, used with other methods, or incorporated into a larger, flexible plan that suits each school district's needs.

APPENDIX A

EXAMPLE OF A CHECKLIST

Employee _____ School/Department _____

Period Covered by Appraisal _____ Date of Employment _____

1 Outstanding
2 Above Standard
3 Meets Standard
4 Below Standard

Principal/Dept. Head____
Division Supervisor____
Personnel Office_____

	1	2	3	4	
ADAPTABILITY: Versatility; adjustment to job; ability to learn new duties.					COMMENTS:
ATTITUDE TOWARD OTHERS: Willingness to cooperate and be agreeable with others.					COMMENTS:
ATTITUDE TOWARD WORK:					COMMENTS:
DEPENDABILITY: Your confidence in employee's ability to complete assignments.					COMMENTS:
KNOWLEDGE OF JOB: Technical knowledge of job requirements.					COMMENTS:
PUNCTUALITY: Maintains proper working hours and meets time schedules for work assignments.					COMMENTS:
QUALITY AND QUANTITY OF WORK: Accuracy in work and speed with which it is done.					COMMENTS:

APPENDIX B
EXAMPLE OF A NARRATIVE CHECKLIST

Name	School	Date

I. PERSONAL TRAITS

II. TEACHER - PUPIL RELATIONSHIPS

III. INSTRUCTIONAL SKILLS

IV. CLASSROOM MANAGEMENT

V. STAFF RELATIONSHIPS AND PROFESSIONAL TRAITS

VI. TEACHER - PARENT - COMMUNITY RELATIONS

VII. PLANS FOR IMPROVEMENT AND GROWTH

Teacher's Signature	Principal's Signature
This signature indicates the teacher has read the evaluation report.	

APPENDIX C

EXAMPLE OF STUDENT APPRAISAL

Please read each statement. Then draw a circle around the number that fits your teacher. Here is what the numbers mean.

1 - means "almost always"
2 - means "sometimes"
3 - Means "not very often"

1.	My teacher likes students.	1 2 3
2.	My teacher can look at things from a student's point of view.	1 2 3
3.	My teacher praises me when I do well.	1 2 3
4.	My teacher helps me when I have trouble understanding my work.	1 2 3
5.	My teacher gives us interesting lessons.	1 2 3
6.	My teacher explains the lessons clearly.	1 2 3
7.	My teacher gives us the right amount of work to do.	1 2 3
8.	I like to use the lesson materials in my class, and I can find them easily.	1 2 3
9.	I think I am learning a lot in class.	1 2 3
10.	My teacher is fair to all the students.	1 2 3
11.	My teacher asks about what I do at home.	1 2 3
12.	My teacher has a good sense of humor.	1 2 3

Please answer these questions.

What do you like best about your teacher?

What would you like your teacher to change in the class?

Note: Older students could use a narrative form of evaluation.

APPENDIX D

EXAMPLE OF INTERACTION ANALYSIS CHART[4]

This chart shows the categories of behavior and how they are analyzed numerically, in order to find the relation of one kind of verbal behavior to another.

Category Number	Verbal Behavior
	TEACHER TALK:
1	Accepts feelings: Accepts feelings of students in a non-threatening manner. Feelings may be positive or negative.
2	Praises or encourages: Praises or encourages student action or behavior.
3	Accepts or uses ideas of student: Developing and accepting ideas of students.
4	Asks questions: Asking a question about content or procedure for the student to answer.
5	Answers student questions: Direct answers to student questions.
6	Lecture: Giving information or opinions about content or procedures.
7	Corrective feedback: Telling a student that his answer is wrong when the incorrectness of the answer can be established by other than opinion, i.e., empirical validation, definition, or custom.
8	Gives directions: Directions, commands, or orders for a student to carry out.
9	Criticizes or justifies authority: Statements to change student behavior from negative to positive; criticizing a student's opinion or judgement.

[4]Edmund J. Amidon and John B. Hough, Interaction Analysis (Palo Alto: Addison-Wesley Publishing Company, 1967), p. 191, (modified).

Category Number	Verbal Behavior
	STUDENT TALK:
10	Student talk-response: Response of students to requests or limited questions by teachers. The teacher initiates the talk.
11	Student talk--emitted: Response of students to broad teacher questions which require their opinions.
12	Student questions: Question to the teacher about content or procedures.
	SILENCE:
13	Directed practice or activity: Nonverbal student behavior requested or suggested by the teacher.
14	Silence and contemplation: Silence following questions, periods of silence with some teacher talk or student talk and periods of silence to think.
15	Demonstration: Silence during periods nonverbal demonstration is being given by the teacher.
	NONFUNCTIONAL:
16	Confusion and irrelevant behavior: Periods of a high noise level is such that the person speaking cannot be understood.

$$\text{Indirect-direct ration} = \frac{\text{categories } 1,2,3,4,5}{\text{categories } 6,7,8,9}$$

$$\text{Revised indirect-direct ratio} = \frac{\text{categories } 1,2,3}{\text{categories } 7,8,9}$$

$$\text{Direct-student talk ratio} = \frac{\text{categories } 6,7,8,9}{\text{categories } 10,11,12}$$

APPENDIX E

EXAMPLE OF A SELF-EVALUATION SCALE

Directions: The practices listed below are frequently recommended for effective classroom instruction. Draw a circle around the appropriate number the extent to which your program shows each characteristic. Use the following ratings:

1 - Almost always
2 - Most of the time
3 - Sometimes
4 - Seldom or never

Instructional Materials and Methods

1. I know the skills of teaching and how to teach them effectively, and my instruction reflects this knowledge. 1 2 3 4

2. I know clearly what I am trying to accomplish, and I transmit this knowledge to my pupils. 1 2 3 4

3. I teach children in materials that will assure their success. 1 2 3 4

4. I keep in the classroom a variety of reading materials on levels appropriate for my pupils, and I encourage them to use them. 1 2 3 4

5. I use instructional materials that are interesting to children. 1 2 3 4

6. I praise pupils for achievement--in terms that are acceptable to them. 1 2 3 4

7. I diagnose constantly and teach in terms of my findings. 1 2 3 4

8. I help children to recognize their own individual strengths and weaknesses in reading. 1 2 3 4

9. I individualize instruction whenever possible. 1 2 3 4

Pupil Attention to the Learning Task

10. I get and maintain pupil attention through use of a variety of acceptable techniques. 1 2 3 4

11. I gather materials for each planned activity before that activity is to take place, and I have them ready for immediate use. 1 2 3 4

12. I get down to the business of teaching with as little lost motion as possible. 1 2 3 4

13. I am alert to disinterest and boredom, and I change activities when needed. 1 2 3 4

14. I keep children constructively busy on tasks related to instructional goals. 1 2 3 4

Classroom Behavior

15. I involve children in establishing rules for classroom behavior. 1 2 3 4

16. I interpret a child's behavior both in terms of behavioral expectancy for children of his age and status and in term of what I know about him as an individual. 1 2 3 4

17. I help children to know what they can do on their own when they finish assigned tasks. 1 2 3 4

18. I encourage children to have positive attitudes toward learning, and I encourage them to learn in keeping with their capabilities. 1 2 3 4

19. I show the children that I care about them--and I show it in ways that are acceptable to them. 1 2 3 4

20. Knowing that children--like teachers--sometimes have "bad" days, I am more tolerant of a child's deviant behavior on his "bad" days. 1 2 3 4

21. I encourage children to move about quietly and orderly in the room when they need to do so. 1 2 3 4

22. I work toward preventing deviant behavior by anticipating behavior problems before they arise. 1 2 3 4

23. I use humor to alleviate tension--but not at a child's expense. 1 2 3 4

24. When a child's behavior must be constrained, I do it as unemotionally as possible. 1 2 3 4

Physical Arrangements

25. I arrange the classroom seating to fit the learning task at hand. 1 2 3 4

26. I adjust the classroom lighting to suit the comfort and needs of the children. 1 2 3 4

27. I adjust the classroom temperature and ventilation to suit the comfort and needs of the children. 1 2 3 4

APPENDIX F

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